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## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

This research is a correlation research. According to Sugiono (2010: 72) correlation research is a research that has no treatment, different from experimental research that has a treatment. Creswell (2011: 338) stated that correlation research design is quantitative design in which investigators use a correlation statistical technique to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. There are two variables, they are independent variable (X) and dependent variable (Y). In this research, the independent variable (X) is students' interest in reading report text and the dependent variable (Y) is students' vocabulary mastery.

#### B. Time and Location of the Research

This research was conducted to the eleventh-grade students at State Senior High School 2 Tambang Kampar Regency and the time in conducting of this research was from August to September 2016.

#### C. Population and Sample

##### 1. Population

The population of this research is all eleventh-grade Students of State Senior High School 2 Tambang. The total number of the elevengrade

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students at state senior high school SMAN 2 Tambang is 240 students of 8 classes.

## 2. Sample

In this research, the writer uses cluster sampling technique in determining the sample of the research. According to Gay and Airasian, (2000:389) cluster random sampling is sampling in which group that have similar characteristic; it can be communities, school district, classrooms, and so on. The writer will make some rolled paper which code of the class in that paper and takes two cards randomly as the sample of the research.

The chosen classes are XI MIA 1 and XI IIS 3.

## D. Technique of Collecting Data

The writer uses questionnaire and test to collect data for the research.

### 1. Questionnaire

Questionnaire is used to collect the data about students' interest in reading report text. According Gay and Airasian (2011: 630) questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. While Nunan (1992: 231) stated that questionnaire is an instrument for collecting data, usually in written form, consisting of open and or closed questions and other probes requiring a response from subject. The questionnaire is an instrument for collecting the self-report data that consist of some questions in written form. The questioner obtained with respondents' opinion in responding to the following options:

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- a. Always
- b. Often
- c. Sometime
- d. Never

According to Rachel and Abdulwahab (2012: 475) reading interest is divided into two categories, good categories and low categories.

**Table III.1**  
**Analysis Criterion of Students Reading Interest**

No	Percentage	Categories
1	51-100	Good Interest
2	0-50	Low Interest

## 2. Test

Then test is used to collect the data of vocabulary mastery. Allison et al. (1996) stated that a test is an instrument designed to measure a variable. Besides, Ur (1996:33) says that a test is activity whose main purpose is to convey (usually to the tester) how well the tester knows or can do something. It can be concluded that test is a task used to measure the students' ability and evaluate the teaching learning process which is described by score. Writer will give students multiple choices for the test.

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## E. Technique of Analyzing Data

In order to find out whether there is a significant correlation between students' interest in reading and their vocabulary mastery, the data will be analyzed by using statistical formula. In analyzing the correlation between students' interest in reading and their vocabulary mastery, the writer will use pearson product moment correlation coefficient using SPSS 17.

Statically the hypothesis, which are:

$$H_a: r_{table} < 0.05$$

$$H_o: r_{table} > 0.05$$

$H_a$  is accepted if  $r_{table} < 0.05$ . It means, there is significant correlation between students' interest in reading and their vocabulary mastery.

$H_o$  is accepted if  $r_{table} > 0.05$ . It means, there is no significant correlation between students' interest in reading and their vocabulary mastery.

## F. Validity and Reliability of Instrument

To obtain the data from the respondents, the writer made try out the questionnaire to determine the validity and reliability of the instruments then, analyzing the reliability and validity used SPSS 17.

### 1. Reliability

Brown says that reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining of similar results when measurement was repeated on different occasion or with different instruments or by different person. According to Brown (2003:

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19) the characteristic of reliability was sometimes termed consistency. The following table is the level of internal consistency of Cronbach Alpha.

**Table III.2**  
**A Commonly Acceptable Rule of Thumb for Describing Internal Consistency by Using Cronbach Alpha**

Cronbach Alpha	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

To obtain the reliability of the questionnaire given, the writer used SPSS 17 program to find out whether or not the questionnaire is reliable.

**Table III.3**  
**Cronbach Alpha Table**

## Reliability Statistics

Cronbach's Alpha	N of Items
.836	20

From the table III.3, it can be seen that the value of cronbach's alpha is that 0.836. It means that the items were reliable, in which the value of internal consistency was  $.9 > 0.836 \geq .8$ , so the reliability of questionnaire was good.

To obtain the reliability of the test given, the writer used SPSS 17 program to find out whether or not the test is reliable.

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**Table III.4**  
**Cronbach Alpha Table**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.771	20

From the table III.4, it can be seen that the value of cronbach's alpha is that 0.771. It means that the items were reliable, in which the value of internal consistency was  $.8 > 0.771 \geq .7$ , so the reliability of test was acceptable.

## 2. Validity

Creswell stated that validity is the individual's scores from an instrument make sense, meaningful, enable the writer to draw good conclusions from the sample he is studying to the population (Creswell 2008: 169). It means that validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.

To analyze the validity of data, the writer analyzed by inter item validity used SPSS 17 program. Table showed the criteria of items validity.

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**Table III.5**  
**The Criteria of Items Validity**

R	Interpretation
$0.80 < r \leq 1,00$	Very high
$0.60 < r \leq 0,79$	High
$0.40 < r \leq 0,59$	Average
$0.20 < r \leq 0,39$	Low
$0.00 < r \leq 0,19$	Very low

Based on the try out result of the questionnaire instrument validity to the 20 items, it showed that all of the items were valid. It means that the instrument can be used in this research. In the following table is the result of the instrument validity.

**Table III.6**  
**The analysis of Reading Interest Questionnaire Validity**

Item	R	Interpretation of validity	Status
1	0.49	Average	Valid
2	0.64	High	Valid
3	0.49	Average	Valid
4	0.33	Low	Valid
5	0.56	Average	Valid
6	0.43	Average	Valid
7	0.44	Average	Valid
8	0.45	Average	Valid
9	0.41	Average	Valid
10	0.53	Average	Valid
11	0.46	Average	Valid
12	0.35	Low	Valid
13	0.45	Average	Valid
14	0.64	High	Valid
15	0.52	Average	Valid
16	0.32	Low	Valid

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17	0.45	Average	Valid
18	0.60	High	Valid
19	0.56	Average	Valid
20	0.68	High	Valid

Based on the try out result of the test instrument validity to the 20 items, it showed that all of the items were valid. It means that the instrument can be used in this research. In the following table is the result of the instrument validity.

**Table III.7**  
**The analysis of Vocabulary Mastery Test Validity**

Item	R	Interpretation of validity	Status
1	0.44	Average	Valid
2	0.36	Low	Valid
3	0.42	Average	Valid
4	0.37	Low	Valid
5	0.54	Average	Valid
6	0.49	Average	Valid
7	0.61	High	Valid
8	0.54	Average	Valid
9	0.62	High	Valid
10	0.31	Low	Valid
11	0.46	Average	Valid
12	0.31	Low	Valid
13	0.54	Average	Valid
14	0.47	Average	Valid
15	0.33	Low	Valid
16	0.39	Low	Valid
17	0.37	Low	Valid
18	0.64	High	Valid
19	0.41	Average	Valid
20	0.59	Average	Valid